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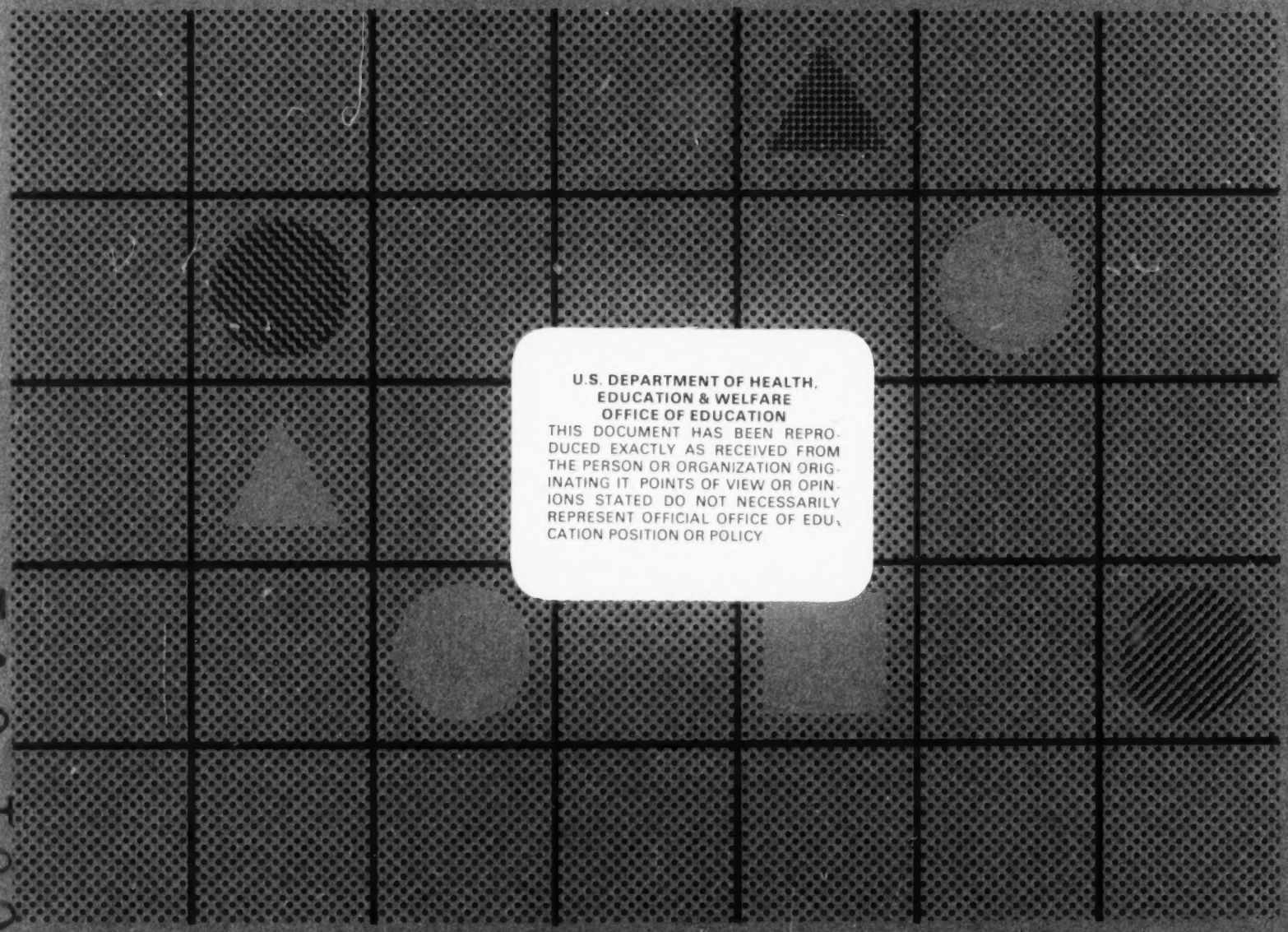
ABSTRACT

This explanatory booklet describes basic statistical terms used, precautions to be considered in interpreting assessment data, assessment measures used, computer printouts containing local school data, and norm tables. Appendices contain a listing of Michigan school districts classified according to the community type they serve and definitions of the educational assessment measures. (MS)

ED 059255

LOCAL DISTRICT AND SCHOOL REPORT: EXPLANATORY MATERIALS

THE THIRD REPORT OF THE 1970-71
MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM



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MICHIGAN DEPARTMENT OF EDUCATION JUNE 1971

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LOCAL DISTRICT AND SCHOOL REPORT: EXPLANATORY MATERIALS

The third report of the 1970-71
Michigan Educational Assessment Program

Prepared in Research, Evaluation and Assessment Services

Michigan Department of Education

June, 1971

FOREWORD

The Michigan Educational Assessment Program was initiated by the State Board of Education, supported by the Governor, and funded by the Legislature initially through enactment of Public Act 307, of 1969, and subsequently under Public Act 38 of 1970. The ultimate goal of the Program is to provide educators and citizens with information regarding the status and progress of certain aspects of Michigan's public educational system so that they may make more informed decisions about education in the State. For 1970-71 the specific goal of the educational assessment program was to provide information relative to school district size, school resources, student background, and student/school performance in the basic skills.

The purpose of this report, the third in the 1970-71 series, is to provide local school district officials with information regarding their own school district and its schools. This information could assist them in making local decisions regarding the allocation of resources and the design of educational programs. The information also provides a general indication of areas within the local school district which may need closer study. The Michigan Educational Assessment Program is not to be viewed as an evaluation of Michigan schools. Instead it is to provide information on school student needs which along with other information may identify for citizens and local school officials the needs of local schools and children. Specific evaluations of the areas so identified may be initiated by local school people in order to determine the need and extent to which changes in curricula and resource allocations are justified. Thus, the educational assessment data may contribute to the improvement of educational programs for Michigan children and youth.

Thanks are due to a large number of individuals and groups for making the Michigan Educational Assessment Program a reality; the State Board of Education for proposing it, the Governor and Legislature for actively supporting it, and the Michigan educators for assisting with it. The Program was designed and administered by the Research, Evaluation, and Assessment Services, Michigan Department of Education, with the assistance of Educational Testing Service, and counsel of several ad hoc advisory groups.

John W. Porter
Superintendent of
Public Instruction

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INTRODUCTION

By following the procedures described in this booklet, local school officials will be able to construct education profiles which will enable them to relate their district and schools with other districts and schools in Michigan, and in their community type.[1] These profiles also will enable school officials and citizens to identify the levels of educational performance in selected basic skills areas and the levels of factors related to performance in their district and schools.

This explanatory booklet has three sections.

1. The first section describes precautions which must be considered in using and interpreting the assessment data. It also describes certain statistical terms which are necessary for the proper interpretations of the data.

2. The second section outlines the assessment measures and introduces the computer printouts which contain the local district and school data.

3. The third section describes the norm tables that are provided with this report.

It also should be noted that Appendix A contains a listing of Michigan school districts classified according to the community type that they serve; Appendix B contains the definitions of the educational assessment measures.

By careful reading of this explanatory booklet, local school officials will be able to construct and interpret education profiles for their own district and schools.

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[1]The community types employed in the Michigan Educational Assessment Program are described in Appendix A of this booklet.

SECTION I

PRECAUTIONS AND STATISTICAL TERMS NECESSARY FOR THE INTERPRETATION OF THE EDUCATIONAL ASSESSMENT DATA

The data presented in the school and district printouts that accompany this booklet could help to identify student and school building educational needs and therefore, when used along with needs assessment data, could lead to improved educational decision-making at the local level. This section of the report is divided into two parts. Part 1 outlines several precautions which must be exercised in the construction and interpretation of the education profiles. Part 2 defines selected statistical terms which the reader will need in order to interpret the data.

Part 1

Precautions in the Use of Assessment Data

This part discusses the following precautions; relationships among assessment variables, value of other data, accuracy of district and school norms, district and school norm tables, and comparisons with 1969-70 educational assessment results.

Relationships Among Educational Assessment Variables

Recent research indicates that certain characteristics of students' background --including their socioeconomic status and their attitudes and aspirations--are related to achievement. Research also indicates a moderate relationship between qualities of the instructional staff and achievement. In addition, available information has shown that the amount of financial resources spent by a district bears a relationship to achievement levels because schools with more financial

resources are generally able, among other things, to provide a greater variety of instructional programs and support for the teaching staff.[2]

It must be understood that previous research has been conducted on large samples of schools and school districts. Therefore it must not be assumed that there will be relationships among achievement and other variables in all individual school and district reports which are being provided to Michigan school officials. Moreover, it must be understood and emphasized that causal relationships have not been demonstrated by previous research or the Michigan Educational Assessment Program data.

Value of Other Data

Care must be taken not to interpret educational assessment scores in isolation when comparing schools and school districts. It must be remembered that other relevant school and community data (e.g., population mobility, educational attitudes and aspirations of the community, density and sparsity of population, etc.) are important in drawing conclusions based on educational assessment results. It would be unfair to expect basic skills levels alone to provide totally adequate comparisons of schools and districts unless the districts are similar on all other factors.

Accuracy of District and School Means

School and district means can be subject to error for a variety of reasons. Three reasons in particular should be noted. First, when making interpretations of assessment data it is important to bear in mind the possible error that may arise in the measures used and their ability to produce meaningful and stable

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[2]For a report and discussion of research which deals with the influence of non-school factors, e.g., socioeconomic status and attitudes and aspirations, refer to Research into the Correlates of School Performance: A Review and Summary of Literature. (Lansing, Michigan: Michigan Department of Education, Assessment Report No. 3, 1970).

information. For example, a school or district mean in reading will contain little error if the number of pupils taking the test in a district or school is large. But if the number of pupils tested in a district or school is small--say thirty--the absence of a few pupils could have an effect upon the mean reading score for that district or school.

A second source of error in school and district means may be unreliability in the individual scores upon which the means are based. The basic skills achievement test scores reported in the Michigan Educational Assessment Program are regarded as accurate enough to warrant the reporting of individual pupil scores and thus produce reliable group scores. The results of the attitudes and SES portion of the test are group estimates and are regarded by measurement experts as sufficiently reliable for reporting district or school mean scores on these measures, provided the group has at least five students enrolled at each grade to be tested and they all participate.

A third source of possible error in school and district mean scores is unrepresentativeness in the groups tested. If a significant number of fourth or seventh graders were omitted from the testing, the tested group may be unrepresentative. Another possible cause of unrepresentativeness on the mean scores of a school or district is the variation in performance from grade to grade which may occur in small districts or schools. Thus, to the extent that the grades tested are atypical of the general school enrollment, the results will not faithfully reflect the performance of pupils in the school or district.

District and School Norm Tables

In constructing the education profiles, care should be taken to use school mean scores only with the school norm tables and district mean scores only with district norm tables. Since the norming populations are different, the scores could be placed at different percentile points on the school norm table than on the district norm table. Thus, the district or school's educational profile could be

misrepresented and interpreted incorrectly.

Comparisons with the 1969-70 Educational Assessment Results

The educational assessment data contained in this report should only be compared with last year's assessment data in terms of relative standing. A future educational assessment report will present equated standard scores which will be directly comparable to the standard scores obtained in the 1969-70 Michigan Educational Assessment Program.

Part 2

Statistical Terms

The definitions of the statistical terms identified below will assist the reader in interpreting the data presented in this report. It should be noted that in order to provide greater clarity, these definitions have been rewritten from those presented in last year's reports.

Mean

A mean score is an average of a set of scores and is obtained by adding all of the scores in the set and dividing the sum by the total number of scores.

Median

The median is that point in a range of scores above which are exactly half the scores and below which are the other half. Thus, the median is that point in the "middle" of a distribution of scores.

Standard Deviation

In addition to establishing a mean for a distribution of scores, it is often useful to know the "spread" of the scores. Two groups of scores could have the same mean but the "spread" still be quite different. For example, one district might have

children whose scores on composite achievement are very similar to one another and have a mean score of fifty. In this district, the "spread" of scores would be small. Another district might have a number of children with high scores and a number of children with low scores and still have a mean score of fifty. In this district, however, the "spread" of scores would be large.

One common way of indicating the "spread" of scores is to calculate a standard deviation. The standard deviation is a method of indicating how much "spread" there is in a distribution of scores. Usually about two-thirds of the scores will fall between one standard deviation above and one standard deviation below the mean. The larger the standard deviation, the larger will be the "spread" or variability in the scores of a distribution. In the example above, the district with the mixture of high and low scores would have a larger standard deviation than would the district with similar scores.

Standard Scores

Standard scores are scores that are derived from "raw" or response scores using the mean and standard deviation. In the Michigan Educational Assessment Program, standard scores were developed so that the pupil mean score from any assessment battery measure was fifty and the standard deviation was ten, when computed for all pupils at the same grade level. For example, a pupil with a standard score of forty on reading was one standard deviation below the state mean; a pupil with a standard score of sixty was one standard deviation above the mean; a pupil with a standard score of sixty-five was one and one-half standard deviations above the mean; and so forth.

Percentile Distribution

A percentile distribution is a ranking of scores which is divided into one hundred equal parts. Each part has an equal number--one percent--of the total number of scores. Percentile distributions are useful in showing where a particular

score lies in relation to other scores. For example, a school district score at the fiftieth percentile on a distribution of assessment scores would be at the median--or middle--of the distribution. A district score at the seventy-fifth percentile would be above seventy-five percent--and below twenty-five percent--of the district scores in the distribution. In a typical distribution, fifty percent of the scores are above--and fifty percent are below--the median.

SECTION II

LISTING OF EDUCATIONAL ASSESSMENT MEASURES AND A DESCRIPTION OF THE SCHOOL AND DISTRICT REPORTS

This section of the paper consists of two parts. Part 1 lists the educational assessment measures which are presented in this booklet. (A definition of these assessment measures is included in Appendix B.) Part 2 presents a description of the Local School and District Reports which accompany this document.

Part 1

Listing of Educational Assessment Measures

For the reader's convenience the twenty-five measures reported in the Michigan Educational Assessment Program are listed in Table 1. These measures are grouped into four major categories: (1) School Resources; (2) Student Background; (3) School/Student Performance; and (4) School and District Size. Those factors which are newly added since the 1969-70 educational assessment program are indicated by an asterisk (*). Data which were necessary to compute each factor came from one of two sources: (1) Michigan Department of Education records such as the "Fourth Friday Report"[3]; or (2) the Michigan Educational Assessment Battery.

Table I lists the twenty-five measures which are reported at the district or school level. A perusal of Table I indicates that sixteen of the twenty-five measures are reported at the school level. The remaining nine measures were unavailable at the school building level and therefore could only be reported at the district level. The definition of each measure is provided in Appendix B.

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[3]The State Aid Act stipulates that the fourth Friday after Labor Day is the official day for collecting enrollment data in Michigan schools.

TABLE I

A LIST OF THE TWENTY-FIVE MEASURES[4] REPORTED AT THE DISTRICT OR SCHOOL LEVELS

MEASURES	DISTRICT	SCHOOL
I. School Resources		
A. Human Resources		
(1) Pupil-Professional Instructional Staff Ratio*	X	X
(2) Pupil-Teacher Ratio	X	X
(3) Percent of Teachers with Five or More Years Experience*	X	X
(4) Average Years Teaching Experience	X	
(5) Percent of Teachers with Masters Degree	X	X
(6) Percent of Teachers Earning $11,000 or More*	X	X
(7) Average Salary of Teachers (1969-70)	X	
B. Financial Resources		
(8) State Equalized Valuation per Resident Pupil (1969-70)	X	
(9) Local Revenue per Pupil (1969-70)	X	
(10) State School Aid per Pupil (1969-70)	X	
(11) K-12 Instructional Expense per Pupil (1969-70)	X	
(12) Total Current Operating Expense per Pupil (1969-70)	X	
II. Student Background		
(13) Percent of Racial-Ethnic Minority Students*	X	X
(14) Students' Estimate of Socioeconomic Status	X	X
III. School/Student Performance		
A. Attitude Measures		
(15) Importance of School Achievement	X	X
(16) Self-Perception	X	X
(17) Attitude Toward School	X	X
B. Basic Skills Measures		
(18) Vocabulary	X	X
(19) Reading	X	X
(20) Mechanics of Written English	X	X
(21) Mathematics	X	X
(22) Basic Skills Composite Achievement	X	X
C. Dropout Rate		
(23) School Dropout Rate*	X	
IV. School or District Size		
(24) Number of Students in School*		X
(25) District State Aid Membership	X	

[4] The method of computation and sources of information for each measure are contained in the definitions presented in Appendix B.

* These measures are newly added since the 1969-70 educational assessment program.

Part 2

Description of the School and District Reports

As indicated earlier there are four major categories and twenty-five measures reported in the Michigan Educational Assessment Program. This description uses Michville as a hypothetical school district and Able as a hypothetical school building within the Michville district. The illustrative tables in this report contain fictitious data for this district and school. For the reader's convenience the measures are arranged into five groups within four major categories as shown in Table I. Similar groupings and categories are used throughout the report.

In the Local District Report (Table II) the twelve School Resources and the first measure in the Student Background category are shown as either simple ratios, years, percents, or dollars. The next nine measures, one within the Student Background category and eight within the Student/School Performance category are more complex. These nine measures are based on distributions of pupil scores and therefore the mean of the pupil scores in the district, their standard deviation, and the number of pupils are shown for each measure. Scores are reported for both the fourth and seventh grades. The twenty-third measure, School Drop-out Rate, is reported as a percent. The twenty-fifth measure, District State Aid Membership, is reported as a number and is located below the school district code number.

The format of the Local School Report (Table III) is like that of the Local District Report. As noted previously, the Local School Report contains only sixteen measures. The twenty-fourth measure, Number of Students in School, appears only on the Local School Report below the school district code number. Again, some measures are expressed as ratios and percents, while the remaining measures are described by the mean, standard deviation, and number of pupils.

1970-71 Michigan Educational Assessment Program

LOCAL DISTRICT REPORT

SCHOOL DISTRICT MICHVILLE PUBLIC SCHOOL CODE NUMBER 86-C10

SCHOOL OR DISTRICT SIZE:

District State Aid Membership □ 1,096

COMMUNITY TYPE III TOWNS

TABLE II

SCHOOL RESOURCES

HUMAN RESOURCES

Pupil-professional instructional staff ratio □	18.3
Pupil-teacher ratio	23.1
Per cent of teachers with five or more years experience □	3 %
Average years teaching experience (1969–70)*	9 YRS
Per cent of teachers with Masters degree	9 %
Per cent of teachers earning $11,000 or more □	5 %
Average salary of teachers (1969–70)*	$ 9,200

SCHOOL FINANCIAL RESOURCES

State equalized valuation per resident pupil (1969–70)*	$ 15,590
Local revenue per pupil (1969–70)*	346
State school aid per pupil (1969–70)*	273
K-12 instructional expenses per pupil (1969-70)*	373
Total current operating expense per pupil (1969-70)*	575

STUDENT BACKGROUND

STUDENT RACIAL–ETHNIC BACKGROUND

Per cent racial-ethnic minority students □	49 %

STUDENT SOCIO ECONOMIC BACKGROUND

	DISTRICT SUMMARY					
	GRADE FOUR			GRADE SEVEN		
	Mean	Standard Deviation	Number of Pupils	Mean	Standard Deviation	Number of Pupils
Students' estimate of socio economic status	49.2	8.6	89	50.0	9.6	85

SCHOOL/STUDENT PERFORMANCE

PERFORMANCE ON ATTITUDE MEASURES

Importance of school achievement	47.1	9.0	86	48.5	8.5	85
Self perception	48.6	9.6	86	47.3	8.2	85
Attitude toward school	51.0	8.5	86	48.5	7.5	85

PERFORMANCE ON BASIC SKILLS MEASURES

Vocabulary	49.2	9.3	89	47.6	8.7	85
Reading	48.5	8.5	89	49.2	9.3	86
Mechanics of written English	49.3	9.3	87	47.0	9.5	81
Mathematics	50.6	8.5	87	48.2	10.3	81
Basic skills composite achievement △	48.8	9.2	87	51.7	8.5	81

PERFORMANCE ON DROPOUT RATE

School dropout rate (1968–69) * □	3.3

△ Basic Skills Composite Achievement Scores obtained by averaging scores in Reading, Mechanics of Written English and Mathematics.

□ These measures are newly added since the 1969-70 educational assessment program.

* These measures are available at the district level only.

1970-71 Michigan Educational Assessment Program

LOCAL SCHOOL REPORT

SCHOOL ABLE ELEMENTARY SCHOOL CODE 3487

DISTRICT MICHVILLE PUBLIC SCHOOL CODE 86-010

SCHOOL OR DISTRICT SIZE:

Number of Students in School □ 307

COMMUNITY TYPE III TOWNS

TABLE III

	SCHOOL SUMMARY					
	GRADE FOUR			GRADE SEVEN		
	Mean	Standard Deviation	Number of Pupils	Mean	Standard Deviation	Number of Pupils
SCHOOL RESOURCES						
HUMAN RESOURCES						
Pupil-professional instructional staff ratio □ 20.5						
Pupil-teacher ratio 25.8						
Per cent of teachers with five or more years experience □ 6%						
Per cent of teachers with Masters degree 5%						
Per cent of teachers earning $11,000 or more □ 0%						
STUDENT BACKGROUND						
STUDENT RACIAL–ETHNIC BACKGROUND						
Per cent racial-ethnic minority students □ 78%						
STUDENT SOCIO ECONOMIC BACKGROUND						
Students' estimate of socio economic status	47.2	9.1	45			
SCHOOL/STUDENT PERFORMANCE						
PERFORMANCE ON ATTITUDE MEASURES						
Importance of school achievement	47.1	9.6	45			
Self perception	48.3	10.4	45			
Attitude toward school	51.8	8.5	45			
PERFORMANCE ON BASIC SKILLS MEASURES						
Vocabulary	50.1	9.7	49			
Reading	48.6	8.5	49			
Mechanics of written English	47.4	8.3	49			
Mathematics	48.6	7.5	49			
Basic skills composite achievement △	47.7	8.8	49			

△ Basic Skills Composite Achievement Scores obtained by averaging scores in Reading, Mechanics of Written English and Mathematics.

□ These measures are newly added since the 1969-70 educational assessment program.

† DOES NOT include students in Kindergarten or Special Education.

SECTION III

NORM TABLES AND EDUCATION PROFILES

This section is divided into two parts. Part 1 describes the norm tables which are a part of this booklet. Part 2 explains how the data presented in the school and district reports may be plotted onto the norm tables to develop district-level and school-level education profiles.

Part 1

Explanation of the Norm Tables

Separate norm tables have been prepared for the fourth and seventh grades. Local school officials will receive a total of eight norm tables. The norm tables are based on statewide data or community type data as follows:

Grade 4

-- a table based on the means of districts throughout Michigan

-- a table based on the means of schools throughout Michigan

-- a table based on the means of districts of the same community type

-- a table based on the means of schools of the same community type

Grade 7

-- a table based on the means of districts throughout Michigan

-- a table based on the means of schools throughout Michigan

-- a table based on the means of districts of the same community type

-- a table based on the means of schools of the same community type

The norm tables also present the mean, standard deviation, and number of schools or districts used in preparing the distribution of each measure. Table IV provides

TABLE

DISTRICT

GRADE 4

PERCENTILE DISTRIBUTION	SCHOOL RESOURCES											
	HUMAN RESOURCES							SCHOOL FINANCIAL RESOURCES				
	(1) PUPIL/ PROF. INSTRUC-TIONAL STAFF RATIO	(2) PUPIL/ TEACHER RATIO	(3) PERCENT TEACHERS WITH 5 OR MORE YEARS EXPERI-ENCE	(4) AVERAGE YEARS TEACHING EXPERI-ENCE	(5) PERCENT TEACHERS WITH MASTERS DEGREE	(6) PERCENT TEACHERS EARNING $11,000 OR MORE	(7) AVERAGE SALARY OF TEACHERS (1969-70)	(8) STATE EQUALIZED VALUATION PER RESIDENT PUPIL (1969-70)	(9) LOCAL REVE-NUE PER PUPIL (69-70)	(10) STATE SCHOOL AID PER PUPIL (69-70)	(11) K-12 INSTRUC-TIONAL EXPENSE PER PUPIL (1969-70)	(12) TOTAL CURRENT OPER-ATING EXPENSE PER PUPIL (1969-70)
95	26.0	28.0	100	14	43	57	10846	31790	756	444	605	893
90	24.7	27.0	75	13	36	52	10306	23845	606	425	571	802
85	23.9	26.6	71	12	33	47	9996	21514	503	411	537	758
80	23.5	26.1	68	12	29	43	9785	19092	470	398	512	718
75	23.1	25.7	65	11	26	39	9626	17412	432	389	494	695
70	22.7	25.3	63	11	25	35	9472	16248	409	376	480	674
65	22.3	24.9	61	10	23	32	9308	15138	386	363	469	654
60	22.1	24.6	60	10	21	29	9203	14380	364	351	459	641
55	21.8	24.3	58	10	20	25	9103	13368	343	340	450	633
50	21.5	24.0	56	9	18	22	8988	12787	328	331	440	626
45	21.3	23.7	54	9	17	16	8861	12337	310	323	435	615
40	20.9	23.3	52	9	16	12	8742	11585	291	314	426	604
35	20.6	23.1	50	8	14	10	8613	11165	280	307	420	592
30	20.2	22.6	48	8	13	7	8461	10561	261	298	412	582
25	19.8	22.2	45	7	11	4	8291	9984	248	285	404	573
20	19.4	21.7	43	7	9	0	8142	9334	235	270	393	561
15	18.8	21.0	41	7	6	0	7901	8794	220	251	380	545
10	18.1	20.0	37	6	0	0	7309	8062	203	216	357	516
5	16.6	18.0	28	5	0	0	6394	7114	173	166	292	410
MEAN	21.5	23.8	56.0	9.6	19.3	23.2	8907	15466	372	326	451	639
STANDARD DEVIATION	3.2	3.4	18.3	3.5	12.9	19.9	1324	12544	197	86	93	139
NUMBER OF DISTRICTS	612	612	612	590	612	612	607	611	611	603	610	611

IV

N O R M S

MICHIGAN

STUDENT BACKGROUND		SCHOOL/STUDENT PERFORMANCE									SCHOOL OR DISTRICT SIZE	
		ATTITUDE MEASURES (DISTRICT MEANS)			BASIC SKILLS MEASURES (DISTRICT MEANS)					DROPOUT RATE		
(13) PERCENT OF RACIAL-ETHNIC MINORITY STUDENTS	(14) STUDENTS' ESTIMATE OF SOCIO ECONOMIC STATUS (DISTRICT MEANS)	(15) IMPORTANCE OF SCHOOL ACHIEVEMENT	(16) SELF PERCEPTION	(17) ATTITUDE TOWARD SCHOOL	(18) VOCABULARY	(19) READING	(20) MECHANICS OF WRITTEN ENGLISH	(21) MATHEMATICS	(22) BASIC SKILLS COMPOSITE ACHIEVEMENT	(23) SCHOOL DROPOUT RATE (1968-69)	(25) DISTRICT STATE AID MEMBERSHIP	PERCENTILE DISTRIBUTION
22	54.3	52.1	52.5	53.5	55.6	55.4	56.0	56.4	55.7	10.2	10847	95
10	52.9	51.4	51.7	52.5	54.1	54.2	54.1	54.4	54.2	8.4	6720	90
7	52.2	51.0	51.2	51.9	53.3	53.7	53.4	53.8	53.5	7.5	5134	85
5	51.6	50.7	50.9	51.5	52.7	53.1	52.8	53.2	52.9	7.0	4115	80
3	51.2	50.5	50.7	51.3	52.2	52.8	52.4	52.8	52.6	6.6	3427	75
3	50.7	50.3	50.5	51.0	51.8	52.5	52.0	52.4	52.2	6.3	2784	70
2	50.4	50.0	50.3	50.8	51.4	52.2	51.6	52.0	51.9	5.9	2390	65
2	50.2	49.9	50.0	50.6	51.2	51.9	51.3	51.7	51.6	5.6	2106	60
1	49.8	49.6	49.8	50.3	50.8	51.6	51.1	51.4	51.3	5.2	1913	55
1	49.6	49.4	49.7	50.1	50.5	51.3	50.8	51.1	51.0	4.9	1694	50
1	49.3	49.1	49.5	49.9	50.3	51.0	50.4	50.7	50.8	4.4	1458	45
1	49.0	48.9	49.4	49.7	49.9	50.7	50.1	50.4	50.5	4.2	1252	40
1	48.6	48.7	49.1	49.5	49.7	50.3	49.7	50.1	50.1	3.8	1108	35
1	48.3	48.5	48.9	49.2	49.5	49.9	49.4	49.7	49.8	3.5	863	30
0	48.0	48.2	48.7	49.0	49.2	49.7	49.1	49.3	49.5	3.2	696	25
0	47.6	47.9	48.3	48.6	48.8	49.1	48.8	48.8	49.1	2.8	520	20
0	47.1	47.4	48.0	48.1	48.1	48.5	48.2	48.4	48.5	2.4	292	15
0	46.4	46.6	47.5	47.6	47.1	47.7	47.4	47.6	47.8	2.0	132	10
0	45.0	45.5	46.7	46.5	46.4	46.6	46.3	46.3	46.7	1.3	36	5
4.5	49.6	49.2	49.6	50.0	50.7	51.1	50.7	51.1	51.0	5.1	3541	MEAN
10.4	2.8	2.2	2.0	2.2	2.8	2.7	2.9	2.9	2.7	2.8	12696	STANDARD DEVIATION
612	574	574	574	574	577	577	577	577	577	507	611	NUMBER OF DISTRICTS

an example of a norm table constructed with statewide, district-level fourth grade data. Column 1 indicates that the statewide median (50th percentile) district level pupil-professional instructional staff ratio was 21.5. The 75th percentile ratio was 23.1 and the 25 percentile ratio was 19.8. In the bottom three rows of the table are the mean score, standard deviation, and number of districts used in the preparation of each distribution. For example the mean district level pupil-professional instructional staff ratio was 21.5; the standard deviation was 3.2; and 612 districts were used in determining these values. It should be noted that the number of districts in all columns are not equal. Variations are due to the unavailability of data for certain districts and to the exclusion from the norms of districts that tested fewer than five pupils.

Table V provides an example of a profile constructed with statewide, school-level fourth grade data. The data in Tables IV and V are identical to the statewide fourth grade norm tables included for use by the local district.

Explanation of the Michville District-Level Education Profile

The line on Table IV is the fourth grade district-level education profile for Michville. The scores that have been plotted are the Michville district-level average scores on the assessment measures. This district-level education profile for Michville (Table IV) was constructed as follows:

> Step One. Michville's pupil-professional instructional staff ratio, 18.3, was taken from the Local District Report (see Table II).
>
> Step Two. The point in the pupil-professional instrucational staff ratio column of the district-level norm table corresponding to 18.3 was marked (see Table IV). Michville's pupil-professional instructional staff ratio was found to fall between 18.1 and 18.8, or at about the 11th percentile of the distribution of district means.
>
> Step Three. Steps one and two were repeated for each measure listed in the Michville District Report. For example Table IV shows that Michville scored 23.1 (about the 35th percentile) on pupil-teacher ratio and 3% (about the 13th percentile) on percent of teachers with five or more years experience.

GRADE 4

MICHIGAN

PERCENTILE DISTRIBUTION	SCHOOL RESOURCES: HUMAN RESOURCES (1) PUPIL/PROF. INSTRUCTIONAL STAFF RATIO	(2) PUPIL/TEACHER RATIO	(3) PERCENT TEACHERS WITH 5 OR MORE YEARS EXPERIENCE	(5) PERCENT TEACHERS WITH MASTERS DEGREE	(6) PERCENT TEACHERS EARNING $11,000 OR MORE	STUDENT BACKGROUND (13) PERCENT RACIAL-ETHNIC MINORITY STUDENTS	(14) STUDENTS' ESTIMATE OF SOCIO ECONOMIC STATUS (SCHOOL MEANS)	SCHOOL/STUDENT PERFORMANCE: ATTITUDE MEASURES (SCHOOL MEANS) (15) IMPORTANCE OF SCHOOL ACHIEVEMENT	(16) SELF PERCEPTION	(17) ATTITUDE TOWARD SCHOOL	BASIC SKILLS MEASURES (SCHOOL MEANS) (18) VOCABULARY	(19) READING	(20) MECHANICS OF WRITTEN ENGLISH	(21) MATHEMATICS	(22) BASIC SKILLS COMPOSITE ACHIEVEMENT	SCHOOL OR DISTRICT SIZE (24) NUMBER OF STUDENTS IN SCHOOL
95	28.8	31.3	94	50	79	95	58.0	53.8	53.8	53.9	56.9	56.1	56.4	56.9	56.4	712
90	27.7	30.1	85	41	71	41	55.5	52.8	52.9	53.1	55.3	55.0	55.2	55.4	55.0	602
85	26.8	29.4	80	37	65	18	54.1	52.3	52.2	52.5	54.3	54.2	54.3	54.5	54.2	539
80	26.2	28.8	76	33	60	10	53.1	51.9	51.8	52.0	53.5	53.6	53.6	53.9	53.6	500
75	25.6	28.2	73	30	56	6	52.4	51.5	51.4	51.6	52.9	53.1	53.0	53.3	53.1	468
70	25.1	27.8	70	28	53	4	51.7	51.2	51.1	51.3	52.2	52.7	52.5	52.7	52.6	441
65	24.6	27.3	67	25	50	3	51.3	50.9	50.8	51.0	51.8	52.2	52.0	52.2	52.1	416
60	24.2	26.8	65	23	46	3	50.7	50.6	50.4	50.8	51.3	51.8	51.5	51.8	51.7	390
55	23.8	26.5	62	20	43	2	50.3	50.2	50.1	50.4	50.9	51.4	51.1	51.3	51.3	367
50	23.3	26.1	60	18	39	2	49.9	49.9	49.9	50.1	50.5	51.0	50.6	50.9	50.8	345
45	22.7	25.7	57	16	36	1	49.4	49.7	49.7	49.8	50.0	50.6	50.1	50.4	50.4	326
40	22.3	25.3	55	15	32	1	48.9	49.3	49.4	49.5	49.6	50.1	49.7	50.0	49.9	306
35	21.8	24.9	52	13	28	1	48.4	49.1	49.2	49.1	49.2	49.6	49.2	49.5	49.5	283
30	21.2	24.3	50	11	23	1	48.0	48.8	48.8	48.8	48.7	49.0	48.7	48.8	48.9	259
25	20.7	23.7	46	9	18	1	47.3	48.3	48.5	48.5	48.0	48.3	48.1	48.1	48.4	232
20	20.1	23.0	43	7	13	0	46.5	47.9	48.1	48.0	47.2	47.5	47.3	47.3	47.6	202
15	19.2	22.2	38	0	6	0	45.6	47.5	47.7	47.5	46.1	46.2	46.1	46.0	46.3	169
10	18.2	21.1	33	0	0	0	44.3	46.7	47.2	47.0	44.5	44.6	44.4	44.2	44.5	140
5	16.6	19.7	27	0	0	0	42.6	45.5	46.3	46.0	42.6	42.0	42.3	41.7	42.2	90
MEAN	23.1	25.9	59.5	20.5	38.2	12.0	49.9	49.9	50.0	50.0	50.3	50.4	50.3	50.4	50.4	368
STANDARD DEVIATION	4.0	3.9	20.3	15.4	25.0	25.7	4.5	2.5	2.3	2.5	4.1	4.1	4.1	4.4	4.1	206
NUMBER OF SCHOOLS	2524	2524	2529	2529	2529	2528	2427	2427	2427	2427	2492	2492	2492	2492	2492	2524

Step Four. A line was drawn connecting the points plotted on the norm table (see Table IV). This line represents the way in which Michville district means compare with the statewide distribution of district means for each measure.

Explanation of the Michville School-Level Education Profiles

Michville's school-level education profiles (Table V) were prepared with information from the assessment measures gathered at the school building level (see page 9 for the listing of school-level measures). Like the district data in Table IV, the numbers of schools in all columns are not equal. Variations are due to the unavailability of data for certain schools and to the exclusion from the norms of schools that tested fewer than five pupils. The procedures used were as follows:

Step One. Able Elementary School's mean on pupil-professional instructional staff ratio, 20.5, was located on the Local School Report (see Table III).

Step Two. The appropriate points in the pupil-professional instructional staff ratio column of the school mean norm tables were found and marked (see Table V). The scores 20.5 was found to fall between 20.1 and 20.7, or near the 23rd percentile.

Step Three. Steps one and two were repeated for the means on each variable listed for the Able Elementary School.

Step Four. Lines were drawn on the school mean norm table connecting the points established in step one, two and three. This line is the profiles for the Able Elementary Schools. The profiles of additional schools may be shown on the same table.

Part 2

Uses of Education Profiles

The introduction to this booklet stated that construction of education profiles would enable school officials and citizens to identify the levels of educational performance and the levels of factors related to performance in a district and its schools in terms of the state as a whole, and in terms of other districts and school of the same community type. Tables IV and V provide this information

for Michville.

As an example of the potential use of these data, Table IV indicates that the fourth grade pupils in Michville school district scored, on the average, low on reading. This information could be used by the Michville school district officials as a general indicator of a subject area that might need in-depth analysis. The analysis of the reading program (i.e., the district's delivery system for reading) would be conducted by the local school district. The results of the analysis hopefully would indicate appropriate curricular and resource adjustments.

The construction of educational profiles similar to those constructed for Michville will enable school officials and citizens throughout Michigan to gain a greater understanding of the relative standing of their district and its schools. This information along with other information will be helpful to local school officials as they make decisions about the allocation of educational resources and the design of curricula.

APPENDIX A

LISTING OF MICHIGAN SCHOOL DISTRICTS CLASSIFIED
BY MAJOR COMMUNITY TYPE SERVED

The pupil membership of the school districts listed in this section is reported in Bulletin 1012 which is available from Administrative Services of the Department of Education. The list contains 628 school districts that were in existence at the time of testing. Of these, 531 were organized to operate K-12 programs. The remainder, which are denoted by an asterisk (*), were not organized to operate a K-12 program in 1970-71.

DEFINITIONS OF COMMUNITY TYPES[5]

Type I - Metropolitan Core: One or more adjacent cities with a population of 50,000 or more which serve as the economic focal point of their environs.

II - City: Community of 10,000 to 50,000 that serves as the economic focal point of its environs.

III - Town: Community of 2,500 to 10,000 that serves as the economic focal point of its environs.

IV - Urban Fringe: A community of any population size that has as its economic focal point a metropolitan core or a city.

V - Rural Community: A community of less than 2,500.

The numbers preceding school district names are Department of Education county and school district code numbers. The first two digits refer to the county, and the remaining three digits refer to the school district within the county. A key to the county code number is located on page 28.

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[5]These definitions of community types were arrived at in the Fall of 1969, and are identical to the community types reported in the 1969-70 Michigan Educational Assessment Program.

COMMUNITY TYPE I - METROPOLITAN CORE

81-010	Ann Arbor City S D	38-170	Jackson Union S D
13-020	Battle Creek City Schs	39-010	Kalamazoo City S D
09-010	Bay City S D	33-020	Lansing Pub S D
82-010	Detroit City S D	61-010	Muskegon City S D
25-010	Flint City S D	61-020	Muskegon Heights City S D
41-010	Grand Rapids City S D	63-030	Pontiac City S D
82-060	Hamtramck City Schs	73-010	Saginaw City S D
82-070	Highland Park City Schs		

COMMUNITY TYPE II - CITY

46-010	Adrian City S D	58-010	Monroe City Pub Schs
13-010	Albion City Schs	50-160	Mt Clemens Comm S D
04-010	Alpena City S D	37-010	Mt Pleasant City S D
11-010	Benton Harbor City S D	11-300	Niles Comm S D
83-010	Cadillac Area Pub Schs	63-100	Novi Comm S D
21-010	Escanaba Area Pub Schs	78-110	Owosso Pub S D
70-010	Grand Haven City S D	82-100	Plymouth Comm S D
70-020	Holland City S D	74-010	Port Huron City S D
27-020	Ironwood Area Schs	17-010	Sault Ste Marie Area Schs
52-170	Marquette City S D	11-020	St Joseph City S D
55-100	Menominee Area Pub Sch	28-010	Traverse City Pub S D
56-010	Midland City S D	81-020	Ypsilanti City S D

COMMUNITY TYPE III - TOWN

74-030	Algonac Comm S D	18-010	Clare Pub Schs
03-030	Allegan Pub Schs	25-150	Clio Area S D
29-010	Alma Pub Schs	12-010	Coldwater Comm Schs
50-040	Anchor Bay S D	78-100	Corunna Pub S D
32-010	Bad Axe Pub Schs	76-080	Croswell Lexington Comm S D
58-030	Bedford Pub S D	14-020	Dowagiac Union Schs
34-080	Belding Area S D	58-050	Dundee Comm S D
27-010	Bessemer City S D	78-030	Durand Area Schs
54-010	Big Rapids Pub Schs	74-050	East China Twp S D
46-040	Blissfield Comm Schs	23-050	Eaton Rapids Pub Schs
22-030	Breitung Twp S D	36-015	Forest Park S D
47-010	Brighton Area Schs	62-040	Fremont Pub S D
11-310	Buchanan Pub S D	39-050	Galesburg Augusta Comm S D
79-020	Caro Comm Schs	69-020	Gaylord Comm Schs
14-010	Cassopolis Pub Schs	21-025	Gladstone Area Pub S D
15-050	Charlevoix Pub S D	26-040	Gladwin Comm Schs
23-030	Charlotte Pub Schs	59-070	Greenville Pub Schs
16-015	Cheboygan Area Schs	31-010	Hancock City S D
81-040	Chelsea S D	32-060	Harbor Beach Comm Sch
73-110	Chesaning Union Schs	80-120	Hartford Pub S D

COMMUNITY TYPE III (cont.)

08-030	Hastings Pub S D
30-020	Hillsdale Comm Schs
63-210	Holly Area S D
47-070	Howell Pub Schs
70-190	Hudsonville Pub S D
82-340	Huron S D
63-220	Huron Valley Schs
34-010	Ionia City S D
22-010	Iron Mountain City S D
52-180	Ishpeming Pub S D
29-060	Ithaca Pub Schs
07-040	L'Anse Twp S D
31-130	Lake Linden Hubbell S D
63-230	Lake Orion Comm S D
44-010	Lapeer Pub Schs
41-170	Lowell Area Schs
53-040	Ludington Area S D
51-070	Manistee City Schs
77-010	Manistique Area Schs
13-110	Marshall Pub Schs
81-100	Milan Area Schs
61-180	Montague Pub Schs
02-070	Munising Pub Schs
52-090	Negaunee S D
11-200	New Buffalo Area S D
82-390	Northville Pub Schs
22-025	Norway Vulcan Area Schs
66-050	Ontonagon Area Schs
03-020	Otsego Pub Schs
63-110	Oxford Area Comm S D
80-160	Paw Paw Pub S D
78-080	Perry Pub S D
24-070	Petoskey S D
03-010	Plainwell Comm Schs
31-110	Portage Twp S D
34-110	Portland Pub S D
50-180	Richmond Comm Schs
63-260	Rochester Comm S D
41-210	Rockford Pub Schs
71-080	Rogers Union S D
50-190	Romeo Comm Schs
82-130	Romulus Comm Schs
29-100	Saint Louis Pub Schs
81-120	Saline Area S D
79-145	Sebewaing Unionville Schs
80-010	South Haven Pub Schs
41-240	Sparta Area Schs
49-010	St Ignace City S D
19-140	St Johns Pub Schs
75-010	Sturgis City S D
25-180	Swartz Creek Comm S D
48-040	Tahquamenon Area Schs
35-030	Tawas Area Schs
46-140	Tecumseh Pub Schs
75-080	Three Rivers Pub S D
15-025	Twin Valley Pub S D
82-430	Van Buren Pub Schs
79-150	Vassar Pub Schs
39-170	Vicksburg Comm Schs
27-070	Wakefield Twp S D
63-290	Walled Lake Cons S D
36-025	West Iron County S D
61-240	White Hall Dist Schs
33-230	Williamston Comm Schs
70-350	Zeeland Pub S D

COMMUNITY TYPE IV - URBAN FRINGE

82-020	Allen Park Pub Schs
25-130	Atherton Comm S D
63-070	Avondale S D
09-030	Bangor Twp Schs
19-100	Bath Comm Schs
25-240	Beecher S D
25-060	Bendle Pub S D
25-230	Bentley Comm S D
63-050	Berkley City S D
63-010	Birmingham City S D
63-080	Bloomfield Hills S D
73-180	Bridgeport Comm S D
73-080	Buena Vista S D
25-080	Carman S D
73-030	Carrollton S D
50-010	Center Line Pub Schs
82-025	Cherry Hill S D
50-080	Chippewa Valley Schs
63-150	City of Troy S D
63-090	Clarenceville S D
63-270	Clawson City S D
50-070	Clintondale Pub Schs
39-030	Comstock Pub Schs
41-080	Comstock Park S D
82-230	Crestwood S D
25-140	Davison Comm Schs

COMMUNITY TYPE IV (cont.)

19-010	De Witt Pub Schs
82-030	Dearborn City S D
82-040	Dearborn Heights S D 7
41-090	East Grand Rapids Pub Schs
50-020	East Detroit City S D
38-090	East Jackson Pub Schs
33-010	East Lansing S D
82-250	Ecorse Pub S D
09-050	Essexville Hampton S D
*82-210	Fairlane S D
63-200	Farmington Pub S D
63-020	Ferndale City S D
50-090	Fitzgerald Pub Schs
82-180	Flat Rock Comm Schs
25-120	Flushing Comm Schs
41-110	Forest Hills Pub Schs
50-100	Fraser Pub Schs
*61-420	Fruitland Twp S D 1F
61-080	Fruitport Comm Schs
82-050	Garden City S D
25-070	Genesee S D
82-290	Gibraltar S D
41-120	Godfrey Lee Pub S D
41-020	Godwin Heights Pub Schs
25-030	Grand Blanc Comm Schs
23-060	Grand Ledge Pub Schs
41-130	Grandville Pub Schs
82-300	Grosse Ile Twp Schs
82-055	Grosse Pte Pub Schs
*11-670	Hagar Twp S D 6
13-070	Harper Creek Comm Schs
82-320	Harper Woods City S D
33-060	Haslett Pub Schs
63-130	Hazel Park City S D
33-070	Holt Pub Schs
82-080	Inkster City S D
25-110	Kearsley Comm Schs
41-140	Kelloggsville Pub Schs
41-145	Kenowa Hills Pub Schs
41-160	Kentwood Pub Schs
50-140	L'Anse Creuse Pub Schs
50-120	Lake Shore Pub Schs
11-030	Lakeshore S D
13-090	Lakeview Cons S D
50-130	Lakeview Pub Schs
63-280	Lamphere Pub Schs
82-090	Lincoln Park City Schs
82-095	Livonia Pub Schs
46-090	Madison Sch
63-140	Madison Heights S D
74-100	Marysville Pub S D
33-130	Mason Pub Schs
82-045	Melvindale North Allen Park S D
38-120	Michigan Center S D
61-060	Mona Shores S D
25-040	Mt Morris Cons Schs
82-220	North Dearborn Heights S D
61-230	North Muskegon City S D
41-025	Northview Pub Sch
63-250	Oak Park City S D
33-170	Okemos Pub Schs
*23-490	Oneida Twp Sch Dist 3 (Strange)
61-190	Orchard View Schs
39-130	Parchment S D
13-120	Pennfield S D
39-140	Portage Pub Schs
23-090	Potterville Pub Schs
82-110	Redford Union S D
61-220	Reeths Puffer Schs
82-120	River Rouge City Schs
82-400	Riverview Comm S D
50-030	Roseville City S D
63-040	Royal Oak City S D
73-040	Saginaw Twp Comm Schs
*11-830	Sodus Twp S D 5
50-200	South Lake Schs
82-140	South Redford S D
63-060	Southfield Pub S D
82-405	Southgate Comm S D
70-300	Spring Lake Pub S D
13-030	Springfield City S D
73-255	Swan Valley S D
82-150	Taylor S D
82-155	Trenton Pub Schs
50-210	Utica Comm Schs
50-220	Van Dyke Comm Schs
38-020	Vandercook Lake Pub S D
50-230	Warren Cons Schs
50-240	Warren Woods Pub Schs
33-215	Waverly Schs
82-160	Wayne Comm Schs
63-160	West Bloomfield Twp S D
25-210	Westwood Heights S D
82-240	Westwood Comm Schs
81-150	Willow Run Pub Schs
82-365	Woodhaven S D
82-170	Wyandotte City S D
41-026	Wyoming Pub Schs

COMMUNITY TYPE V - RURAL

31-020	Adams Twp S D
46-020	Addison Comm Schs
58-020	Airport Comm S D
79-010	Akron Fairgrove Schs
05-010	Alba Pub Sch
01-010	Alcona Comm Schs
70-040	Allendale Pub S D
*42-010	Allouez Twp Schs
44-020	Almont Comm Schs
*29-130	Arcada Twp S D 1F
*29-170	Arcada Twp S D 6
06-010	Arenac Eastern S D
50-050	Armada Area Schs
*07-010	Arvon Twp S D
29-020	Ashley Comm Schs
13-050	Athens Area Schs
60-010	Atlanta Comm Schs
06-020	Au Gres Sims S D
*02-010	Au Train Twp Sch
43-040	Baldwin Pub S D
21-040	Baldwin Twp Schs
80-020	Bangor Pub Schs
*80-240	Bangor Twp S D 8
07-020	Baraga Twp S D
21-090	Bark River Harris S D
37-040	Beal City S D
51-020	Bear Lake Sch
15-010	Beaver Island Comm Schs
26-010	Beaverton Rural Schs
05-040	Bellaire Pub Sch
23-010	Bellevue Comm Schs
*64-010	Benona Comm S D
10-015	Benzie County Central Schs
66-010	Bergland Comm S D
*34-140	Berlin Twp S D 3F
*34-150	Berlin Twp S D 5F
11-240	Berrien Springs Pub S D
*27-030	Bessemer Twp S D
21-065	Big Bay de Noc S D
*62-470	Big Jackson S D
73-170	Birch Run Area S D
*32-220	Bloomfield Twp S D 4
*32-230	Bloomfield Twp S D 5
*32-250	Bloomfield Twp S D 7F
80-090	Bloomingdale Pub S D
*49-020	Bois Blanc Pines S D
15-030	Boyne Falls Pub S D
63-180	Brandon Twp S D
11-210	Brandywine Pub S D
29-040	Breckenridge Comm Schs
*49-030	Brevort Twp S D
11-340	Bridgman Pub Sch
17-140	Brimley Pub Schs
46-050	Britton Macon Area Sch
12-020	Bronson Comm S D
76-060	Brown City Comm S D
28-035	Buckley Comm S D
56-020	Bullock Creek S D
*44-190	Burnside Twp S D 1F
75-020	Burr Oak Comm S D
02-020	Burt Twp Sch
78-020	Byron Area Schs
41-040	Byron Center Pub Schs
41-050	Caledonia Comm Schs
31-030	Calumet Pub S D
*31-040	Calumet Twp S D 2
30-010	Camden Frontier Sch
*34-250	Campbell Twp S D 4
74-040	Capac Comm S D
55-010	Carney Nadeau Pub Schs
59-020	Carson City Crystal Area S D
76-070	Carsonville Comm S D
*03-250	Casco Twp S D 4
32-030	Caseville Pub Sch
79-030	Cass City Pub Schs
41-070	Cedar Springs Pub Schs
15-035	Central Lake Pub Sch
59-125	Central Montcalm Pub Schs
75-030	Centreville Pub S D
52-010	Champion Humboldt Spurr S D
31-050	Chassell Twp S D
*69-070	Chester Twp S D 1
54-025	Chippewa Hills S D
*52-020	Chocolay Twp S D
*32-040	Church Sch
*57-100	Clam Union Twp S D 2
63-190	Clarkston Comm S D
39-020	Climax Scotts Comm Schs
46-060	Clinton Comm Schs
56-030	Coleman Comm S D
*32-260	Colfax Twp S D 1F
*32-270	Colfax Twp S D 2
*32-290	Colfax Twp S D 6
*32-300	Colfax Twp S D 7
*54-100	Colfax Twp S D 3F
11-330	Coloma Comm Schs
75-040	Colon Comm S D
38-040	Columbia S D
38-080	Concord Comm Schs
75-050	Constantine Pub S D
70-120	Coopersville Pub S D
80-040	Covert Pub Schs

COMMUNITY TYPE V (cont.)

*07-030 Covington S D
20-015 Crawford Au Sable Schs
*24-010 Cross Village S D
33-040 Dansville Ag Sch
80-050 Decatur Pub Schs
76-090 Deckerville Comm S D
46-070 Deerfield Pub Schs
08-010 Delton Kellogg S D
17-050 De Tour Twp Sch
81-050 Dexter Comm S D
44-050 Dryden Comm Schs
*34-340 Easton Twp S D 6F
11-250 Eau Claire Pub S D
*13-060 Eckford Comm Schs
14-030 Edwardsburg Pub Schs
*64-020 Elbridge Comm S D
05-060 Elk Rapids Schs
32-050 Elkton Pigeon Bayport S D
15-065 Ellsworth Comm Sch
*31-070 Elm River Twp Sch
*52-030 Ely Twp S D
49-055 Engadine Cons Schs
67-020 Evart Pub Sch
66-045 Ewen Trout Creek Cons S D
*40-060 Excelsior Twp S D 1
68-030 Fairview S D
*57-010 Falmouth Elem S D
18-020 Farwell Area Schs
03-050 Fennville Pub Schs
25-100 Fenton Area Pub Schs
*64-030 Ferry Comm S D
*28-060 Fife Lake Comm S D
52-040 Forsyth S D
19-070 Fowler Pub Schs
47-030 Fowlerville Comm Schs
73-190 Frankenmuth S D
10-025 Frankfort Area Schs
*13-340 Fredonia Twp S D 2F
73-200 Freeland Comm S D
53-030 Freesoil Comm S D
29-050 Fulton Schs
11-160 Galien Twp Sch
*03-440 Ganges Twp S D 4
*40-110 Garfield Twp S D 3F
72-010 Gerrish Higgins S D
45-010 Glen Lake Comm S D
80-110 Gobles Pub S D
*64-050 Golden Comm S D
*44-240 Goodland Twp S D 1
*44-260 Goodland Twp S D 2
*44-270 Goodland Twp S D 3
25-050 Goodrich Area S D
62-050 Grant Pub S D
*42-030 Grant Twp Schs
38-050 Grass Lake Comm Schs
*28-220 Green Lake Twp S D 1F
39-065 Gull Lake Comm Schs
35-020 Hale Area Schs
03-100 Hamilton Comm Schs
*80-390 Hamilton Twp S D 6
38-100 Hanover Horton Schs
24-020 Harbor Springs S D
18-060 Harrison Comm Schs
64-040 Hart Pub S D
47-060 Hartland Cons Sch
73-210 Hemlock Pub S D
62-060 Hesperia Comm S D
60-020 Hillman Comm Schs
61-120 Holton Pub Schs
13-080 Homer Comm Schs
03-070 Hopkins Pub Sch
72-020 Houghton Lake Comm Schs
46-080 Hudson Area Schs
58-070 Ida Pub S D
44-060 Imlay City Comm Schs
16-050 Inland Lakes S D
*34-360 Ionia Twp S D 2F
*34-380 Ionia Twp S D 5
*34-390 Ionia Twp S D 6
*52-050 Ishpeming Twp S D
58-080 Jefferson Cons S D
70-175 Jenison Pub Schs
69-030 Johannesburg Central Sch
30-030 Jonesville Comm Schs
51-045 Kaleva Norman Dickson Schs
40-040 Kalkaska Pub Schs
41-150 Kent City Comm Schs
28-090 Kingsley Area S D
79-080 Kingston Comm Schs
78-040 Laingsburg Comm S D
57-020 Lake City Area S D
25-200 Lake Fenton Sch
59-090 Lakeview Comm Schs
25-280 Lakeville Comm S D
34-090 Lakewood Pub Schs
80-130 Lawrence Pub S D
80-140 Lawton Comm S D
45-020 Leland Pub S D
49-040 Les Cheneaux Comm S D
33-100 Leslie Pub Schs
*02-050 Limestone Twp Sch
81-070 Lincoln Cons S D

COMMUNITY TYPE V (cont.)

*32-390 Lincoln Twp S D 1
25-250 Linden Comm S D
30-040 Litchfield Comm Schs
24-030 Littlefield Pub S D
49-110 Mackinac Island Pub S D
16-070 Mackinaw City Pub Schs
05-070 Mancelona Pub Sch
81-080 Manchester Pub S D
83-060 Manton Cons S D
23-065 Maple Valley S D
14-050 Marcellus Comm Schs
27-060 Marenisco S D
67-050 Marion Pub Sch
*13-095 Mar-Lee Cons S D
76-140 Marlette Comm S D
*52-060 Marquette Twp S D
03-060 Martin Pub Schs
53-010 Mason County Central S D
53-020 Mason County Eastern S D
58-090 Mason Cons S D
02-060 Mathias Twp Sch
80-150 Mattawan Cons S D
79-090 Mayville Comm Schs
57-030 McBain Rural Ag S D
74-120 Memphis Comm Schs
75-060 Mendon Comm S D
56-050 Meridian Pub S D
73-230 Merrill Comm S D
83-070 Mesick Cons S D
79-100 Millington Comm Schs
68-010 Mio Au Sable S D
59-045 Montabella Comm S D
25-260 Montrose Twp Schs
*49-070 Moran Twp S D
46-100 Morenci Area Schs
54-040 Morley Stanwood Comm Schs
78-060 Morrice Area Schs
*75-300 Mottville Twp S D 3F
38-130 Napoleon S D
52-080 National Mine S D
50-170 New Haven Comm Schs
78-070 New Lothrop Area Pub S D
62-070 Newaygo Pub S D
30-050 North Adams Pub Schs
44-090 North Branch Area Schs
55-115 North Central Area Schs
22-045 North Dickinson County S D
32-080 North Huron Schs
*34-480 North Plains Twp S D 1F
45-040 Northport Pub S D
38-140 Northwest S D
*75-100 Nottawa Comm Schs
61-065 Oakridge S D
*40-140 Oliver Twp S D 2
23-080 Olivet Comm Schs
71-050 Onaway Area Comm S D
51-060 Onekema Cons Sch
46-110 Onsted Comm Schs
*34-510 Orange Twp S D 1F
*34-530 Orange Twp S D 5
*34-600 Orleans Twp S D 9
*34-610 Orleans Twp S D 10
31-100 Osceola Twp S D
35-010 Oscoda Area Schs
19-120 Ovid Elsie Area Schs
32-090 Owendale Gagetown Area S D
*34-040 Palo Comm S D
76-180 Peck Comm Sch
24-040 Pellston Pub S D
64-070 Pentwater Pub S D
19-125 Pewamo Westphalia Comm S D
17-090 Pickford Pub Schs
47-080 Pinckney Comm Schs
09-090 Pinconning Area Schs
67-055 Pine River Area Schs
*62-080 Pineview S D
30-060 Pittsford Rural Ag Schs
32-120 Port Austin Pub Schs
32-130 Port Hope Comm Schs
*34-710 Portland Twp S D 5F
71-060 Posen Cons S D
*52-100 Powell Twp S D
12-040 Quincy Comm S D
21-060 Rapid River Pub Schs
61-210 Ravenna Pub Schs
30-070 Reading Comm Schs
*32-140 Red Sch
67-060 Reed City Pub Schs
79-110 Reese Pub Schs
52-110 Republic Michigamme Schs
11-033 River Valley S D
*29-090 Riverdale Elem Sch
21-130 Rock Pub S D
02-080 Rock River Twp Sch
*34-750 Ronald Twp S D 8
*23-590 Roxand Twp S D 12
17-110 Rudyard Twp Sch
46-130 Sand Creek Comm Schs
*52-130 Sands Twp S D
76-210 Sandusky Comm S D
*76-710 Sanilac Twp S D 1
34-120 Saranac Comm S D

COMMUNITY TYPE V (cont.)

03-080	Saugatuck Pub Schs	32-170	Ubly Comm Schs
39-160	Schoolcraft Comm Schs	13-135	Union City Comm S D
*34-800	Sebewa Twp S D 8	69-040	Vanderbilt Area Sch
*29-790	Seville Twp S D 4F	*32-650	Verona Twp S D 1F
64-080	Shelby Pub S D	*32-680	Verona Twp S D 5
37-060	Shepherd Pub S D	59-150	Vestaburg Comm Schs
*32-530	Sheridan Twp S D 4	30-080	Waldron Area Schs
*32-540	Sheridan Twp S D 5	64-090	Walkerville Rural Comm S D
*32-610	Sigel Twp S D 3	63-300	Waterford Twp S D
*32-620	Sigel Twp S D 4	27-080	Watersmeet Twp S D
*32-630	Sigel Twp S D 6	11-320	Watervliet S D
*40-020	South Boardman Area Sch	03-040	Wayland Union Schs
63-240	South Lyon Comm Schs	*64-095	Weare Crystal Comm S D
38-150	Springport Pub Sch	33-220	Webberville Pub Schs
73-240	St Charles Comm S D	*52-160	Wells Twp S D
*72-040	St Helen S D	65-045	West Branch Rose City Area Schs
*49-100	St Ignace Twp S D	70-070	West Ottawa Pub S D
06-050	Standish Sterling Comm S D	38-010	Western S D
*31-140	Stanton Twp S D	62-090	White Cloud Pub Schs
55-120	Stephenson Area Pub Schs	66-070	White Pine S D
33-200	Stockbridge Comm Schs	75-070	White Pigeon Comm S D
58-100	Summerfield S D	17-160	Whitefish Sch
*29-110	Sumner Elem Sch	58-110	Whiteford Ag S D
45-050	Suttons Bay Pub S D	81-140	Whitmore Lake Pub S D
13-130	Tekonsha Comm Sch	35-040	Whittemore Prescott Area S D
08-050	Thornapple Kellogg S D	16-100	Wolverine Comm S D
59-080	Tri-County Area Schs	74-130	Yale Pub S D

COUNTY CODE NUMBERS

01	Alcona	22	Dickinson	43	Lake	64	Oceana
02	Alger	23	Eaton	44	Lapeer	65	Ogemaw
03	Allegan	24	Emmet	45	Leelanau	66	Ontonagon
04	Alpena	25	Genesee	46	Lenawee	67	Osceola
05	Antrim	26	Gladwin	47	Livingston	68	Oscoda
06	Arenac	27	Gogebic	48	Luce	69	Otsego
07	Baraga	28	Grand Traverse	49	Mackinac	70	Ottawa
08	Barry	29	Gratiot	50	Macomb	71	Presque Isle
09	Bay	30	Hillsdale	51	Manistee	72	Roscommon
10	Benzie	31	Houghton	52	Marquette	73	Saginaw
11	Berrien	32	Huron	53	Mason	74	St. Clair
12	Branch	33	Ingham	54	Mecosta	75	St. Joseph
13	Calhoun	34	Ionia	55	Menominee	76	Sanilac
14	Cass	35	Iosco	56	Midland	77	Schoolcraft
15	Charlevoix	36	Iron	57	Missaukee	78	Shiawassee
16	Cheboygan	37	Isabella	58	Monroe	79	Tuscola
17	Chippewa	38	Jackson	59	Montcalm	80	Van Buren
18	Clare	39	Kalamazoo	60	Montmorency	81	Washtenaw
19	Clinton	40	Kalkaska	61	Muskegon	82	Wayne
20	Crawford	41	Kent	62	Newaygo	83	Wexford
21	Delta	42	Keweenaw	63	Oakland		

APPENDIX B

DEFINITIONS OF THE EDUCATIONAL ASSESSMENT MEASURES

For the reader's convenience, the twenty-five measures reported in the Michigan Educational Assessment Program are defined below. Those measures which are newly added since the 1969-70 assessment program are indicated by an asterisk (*).

I. SCHOOL RESOURCES

A. Human Resources

Seven human resource measures were included in the 1970-71 educational assessment program: (1) pupil-professional instructional staff ratio; (2) pupil-teacher ratio; (3) percent of teachers with five or more years experience; (4) average years teaching experience (1969-70); (5) percent of teachers with Masters degree; (6) percent of teachers earning $11,000 or more; (7) average salary of teachers (1969-70). Each measure is described below.

1. Pupil-Professional Instructional Staff Ratio*

The information to compute this measure was taken from the "Fourth Friday Report". The total number of pupils was obtained by counting all pupils enrolled in grades one through twelve except special education pupils. Pupils who attended the school for a portion of the day and attended a nonpublic school for the remainder of the day, were included on a full time equivalency basis. For example, a pupil who attended the school for one-fourth of each day and attended a nonpublic school for the other three-fourths of each day was counted as 1/4 pupil. The total number of professional instructional staff was obtained by adding the number of elementary and secondary staff (expressed as full time equivalency) in the following

categories; principals, assistant principals, other administrators (excluding district-wide administrative staff), consultants and supervisors, classroom teachers, librarians, audio-visual staff, guidance personnel and school counselors, psychological staff, radio and television instructional staff, teachers of the homebound, and other instructional staff. In order to obtain the pupil-professional instructional staff ratio, the total number of pupils was divided by the total number of professional instructional staff.

2. Pupil-Teacher Ratio

The information to compute this measure was taken from the "Fourth Friday Report". The total number of pupils was obtained by counting all pupils enrolled in grades one through twelve except special education pupils. Pupils who attended the school for a portion of the day and attended a nonpublic school for the remainder of the day, were included on a full time equivalency basis. The total number of teachers was obtained by adding the number of elementary and secondary classroom teachers. Kindergarten teachers, special education teachers, and non-classroom teachers were not included in the total. In order to obtain the pupil-teacher ratio, the total number of pupils was divided by the total number of teachers.

3. Percent of Teachers with Five or More Years Experience*

The information to compute this measure was taken from the "Fourth Friday Report". It was obtained by dividing the number of classroom teachers (full-time and part-time) with five years or more teaching experience, by the total number of classroom teachers (full-time and part-time). The resultant value was multiplied by 100 to convert to a percent figure.

4. Average Years Teaching Experience (1969-70)

The information to compute this measure was taken from records provided by the local district and filed with the Michigan Department of Education. The information was based on the 1969-70 academic year. Excluded from the calculation of average years teaching experience were individuals who were employed to work exclusively in

the areas of administration, special education, adult education, guidance and counseling, and nursery work. All other professional personnel employed by the district were included in calculating average years of teaching experience. It was obtained by dividing the total years of teaching experience by the total number of teachers (full-time and part-time).

5. Percent of Teachers with Masters Degree

The information to compute this measure was taken from the "Fourth Friday Report". It was obtained by dividing the number of classroom teachers (full-time and part-time) who had completed all of the requirements for a Masters degree by the total number of classroom teachers (full-time and part-time). The resultant value was multiplied by 100 to convert to a percent figure.

6. Percent of Teachers Earning $11,000 or More*

The information to compute this measure was taken from the "Fourth Friday Report". Teachers were considered to earn $11,000 or more if their contractual salary for the academic year (excluding summer) was at least $11,000. Supplementary money paid for responsibilities such as coaching was not included as part of the contractual salary. Part-time teachers were considered to earn at least $11,000 if their full-time salary would equal at least $11,000. This measure was obtained by dividing the number of classroom teachers (full-time and part-time) who earned at least $11,000 by the total number of classroom teachers (full-time and part-time). The result was multiplied by 100 to convert to a percent figure.

7. Average Salary of Teachers (1969-70)

The information necessary to compute this measure was taken from records provided by the local districts and filed with the Michigan Department of Education. In order to compute the average salary of teachers, two values were necessary: (1) total salaries paid to teachers and (2) number of teachers. The value for total salaries paid to teachers was taken from financial information reported for the fiscal year which ended June 30, 1970. Included in the total were salaries paid to

elementary teachers and salaries paid to secondary teachers (full-time and part-time); salaries paid to special education teachers were not included. The number of teachers was based on information reported as of September 26, 1969 (the fourth Friday of the 1969-70 academic year). It is a count of elementary and secondary teachers employed as of that date.

The average salary paid to elementary and secondary teachers was computed by dividing the total salaries by the number of teachers. Since each of these two figures is taken from a different report prepared at a different time of the year, the resultant average salary must be considered as an estimate. It could be in error if the number of teaching positions actually paid for during the academic year differed from the number of teachers reported as of the fourth Friday after Labor Day.

B. School Financial Resources

Five school financial resources were included in the 1970-71 educational assessment program: (1) state equalized valuation per resident pupil; (2) local revenue per pupil; (3) state school aid per pupil; (4) K-12 instructional expense per pupil; and (5) total current operating expense per pupil. These measures are available at the district level only and are based on 1969-70 data. Each measure is described in detail below.

8. State Equalized Valuation per Resident Pupil (1969-70)

The information to compute this measure was taken from records filed with the Michigan Department of Education. The total state equalized valuation (SEV) is equal to approximately 50 percent of the fair cash value of the real and personal property in the district. It is calculated as of May 22, 1969 (the fourth Monday in May) and applied to the 1969-70 academic year. In order to obtain a per pupil value for SEV, the total SEV was divided by resident membership. Resident membership includes all pupils residing in the district who attended public school in

that district or in any other district; resident membership excludes pupils who attend school in the district but reside in another distrct, as well as excluding pupils who attend private or parochial schools.

9. Local Revenue per Pupil (1969-70)

The information to compute this measure was taken from records provided by the local districts and filed with the Michigan Department of Education. The financial information was reported for the fiscal year which ended June 30, 1970. The total value for local revenue included revenue from sources such as the following; property tax (the major source of local revenue), local government appropriations, tuition, transporation fees, revolving funds (i.e., revenue from food services, book stores, and student body activities) rent from school facilities, etc. Tuition from community college patrons was not included in the calculation. In order to obtain local revenue per pupil, total local revenue was divided by the total number of pupils enrolled in the district as of September 26, 1969 (the fourth Friday of the 1969-70 academic year).

10. State School Aid per Pupil (1969-70)

The information to compute this measure was taken from records provided by the local districts and filed with the Michigan Department of Education. The financial data were reported for the fiscal year which ended June 30, 1970. The value for total state school aid represented the direct appropriations from the state including appropriations for state school aid, driver education, underprivileged children, and other state grants. In order to compute the state school aid per pupil, the total state school aid was divided by the total number of pupils enrolled in the district as shown in the "Fourth Friday Report".

11. K-12 Instructional Expense per Pupil (1969-70)

The information to compute this measure was taken from records provided by the local districts and filed with the Michigan Department of Education. The financial information was reported for the fiscal year which ended June 30, 1970. The total

K-12 instructional expense included expenditures for salaries and supplies connected with elementary education, secondary education, special education, summer school, and adult education. Expenditures associated with community colleges were omitted from the calculation. In order to obtain a value for instructional expense per pupil, total K-12 instructional expense was divided by the total number of pupils enrolled in the district as shown in the "Fourth Friday Report".

12. Total Current Operating Expense per Pupil (1969-70)

The information to compute this measure was taken from records provided by the local districts and filed with the Michigan Department of Education. The financial information was reported for the fiscal year which ended June 30, 1970. The total current operating expense included expenses connected with administration, attendance, health services, pupil transporation, plant operation, plant maintenance, and fixed charges, in addition to instructional expenses (including elementary, secondary, special education, summer school, and adult education instructional expenses). Community college expenses were not included in the computation of total operating expense, the value for total current operating expense was divided by the total number of pupils enrolled in the district as shown in the "Fourth Friday Report".

II. STUDENT BACKGROUND

A. Student Racial-Ethnic Background*

(13) Percent of racial-ethnic minority students was computed for each school in the state. The information to compute this measure was taken from the "Fourth Friday Report". The total number of racial-ethnic minority students included all racial-ethnic minority students in the school except pre-kindergaten students. Kindergarten students, special education students and part-time students were all included in the total. Since the information was expressed in terms of a head count, part-time students were not counted differently from full-time students.

Students were classified as belonging to a racial-ethnic minority group if they were considered by the school to be of that group. The total number of students included all students except pre-kindergarten students. Again kindergarten students, special education students, and part-time students were included in the total. In order to calculate the percent of racial-ethnic minority students, the total number of racial-ethnic minority students was divided by the total number of students and the resultant figure was multiplied by 100.

B. Student Socioeconomic Background

(14) Students' estimate of socioeconomic status was computed for each school in the state. The assessment battery included twenty-five questions designed to indirectly assess group socioeconomic background. The questions concerned biographical information, educational attainment of parents, quality housing, family structure and stability, occupation, income, and possessions. For this measure, the questions asked of the fourth graders and the questions asked of the seventh graders were identical. It is important to note that the students anonymously responded to these questions; only the school name--not the student's name--was recorded on the answer sheet. Thus, it is impossible for anyone to ascertain the responses of a particular individual. Indeed, the purpose of the instrument is to arrive at a group measure not individual pupil measures.

III. SCHOOL/STUDENT PERFORMANCE

A. Performance on Attitude Measures

Three student attitude measures were included in the 1970-71 educational assessment battery. These were: (1) importance of school achievement; (2) self-perception; and (3) attitude toward school. For these three measures, students in the fourth and seventh grades received identical questions. As in the case of the student socioeconomic background measure, the purpose of the attitude instrument is

to arrive at a group measure not individual pupil measures. Each is discussed below.

15. Importance of School Achievement

The assessment battery included eight questions regarding the importance of school achievement. Here, too, it is important to note that the students anonymously responded to these questions; only the school name--not the student's name--was recorded on the answer sheet. Thus, again it is impossible for anyone to ascertain the response of a particular individual. A high score indicates that on the average pupils believe good school achievement is important.

16. Self-Perception

The assessment battery included seven questions designed to measure the student's self-perception. Again, the students responded anonymously. A high score indicates that on the average pupils believe themselves to be quite capable in school situations.

17. Attitude Toward School

The assessment battery included seven questions designed to measure the student's attitude toward school. Responses were anonymous. A high score indicates that on the average pupils have a positive attitude toward school.

B. Performance on Basic Skills Measures

Performance on the basic skills portion was determined by measuring the following: (1) vocabulary; (2) reading; (3) mechanics of written English; (4) mathematics; and (5) composite achievement. The number of items and time limits were increased for these tests in order to produce individually reliable measures. Additional technical information concerning these measures will be provided in a future educational assessment report.

18. Vocabulary

The vocabulary test contained 50 verbal analogy problems which were designed to measure students' knowledge of the meaning of words and the relationships

between words and concepts. The time allowed to work on this section was 20 minutes at both grades.

19. Reading

The reading test contained 50 questions which assessed paragraph comprehension, ability to understand words from the context in which they are encountered, and ability to identify the correct synonym for a word. Students at both grade levels were allowed 35 minutes to work on this section.

20. Mechanics of Written English

The mechanics of written English test consisted of four parts, each separately timed. In part A, spelling, students were to identify misspelled words. The fourth grade test presented 15 items to be completed in five minutes; the seventh grade test had 20 items and allowed six minutes. In part B, effectiveness of written expression, students were required to select the best way of expressing a thought. The test contained 14 items for each grade and nine minutes were allowed for its completion. In part C, written usage, students were to recognize grammatical errors. The fourth grade test contained 14 items and the seventh grade test contained 17 items; both tests to be completed in eight minutes. In part D, punctuation and capitalization, students were to recognize errors of punctuation and capitalization. The fourth grade test presented 12 items to be completed in eight minutes, and the seventh grade test presented 14 items to be completed in seven minutes.

21. Mathematics

The mathematics test involved mathematical reasoning and problem solving. In addition, problems in the seventh grade test involved algebraic and geometric concepts. Each grade had 30 minutes in which to answer 40 questions.

22. Basic Skills Composite Achievement

A composite achievement score was computed for each student. The composite score was obtained by averaging the individual's standard scores on reading, the

mechanics of written English, and the mathematics tests. The test scores were averaged in such a way that each score contributed equally to the average--despite the fact that the number of items was different on the three tests. IT SHOULD BE NOTED THAT THE VOCABULARY TEST SCORE WAS NOT INCLUDED IN THE CALCULATION OF THE COMPOSITE ACHIEVEMENT SCORE. The vocabulary score is believed to respond more slowly to the influence of schooling. Therefore, the vocabulary score was excluded to focus the composite achievement score upon those aspects of achievement that respond more readily to change.

C. Performance on Dropout Rate (1968-69)*

(23) School dropout rate was computed from information taken from records provided by the local districts and filed with the Michigan Department of Education. The measure was based on the local district's enrollment of students in grades 9-12 during the 1968-69 academic year. Included as dropouts were students who left school for any of the following reasons: married, sent to corrective institution, accepted employment, or dropped from attendance roll because absent 10-30 days. Not included as dropouts were students who left the district because they transfered to another district, were sent to institutions for defectives, or the student was sick or died. The dropout rate is calculated by dividing the number of dropouts by the sum of the number of students enrolled on the "fourth Friday" plus new students enrolled during the year. The resultant figure was multiplied by 100.

IV. SCHOOL AND DISTRICT SIZE

(24) Number of students in school was obtained by counting all pupils enrolled in grades one through twelve except special education pupils. Kindergarten pupils were not counted. Pupils who attended the school for a portion of the day and attended a nonpublic school for the remainder of the day, were included on a full time equivalency basis. For example, a pupil who attended a school for one-fourth

of each day and attended a nonpublic school for the other three-fourths of each day was counted as 1/4 pupil.

(25) District state aid membership* is defined as the total number of pupils legally enrolled in the district at the close of school on the fourth Friday following Labor Day of the school year. The count includes prorated portions of instructional time spent by private school pupils in the public school district.

END
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